

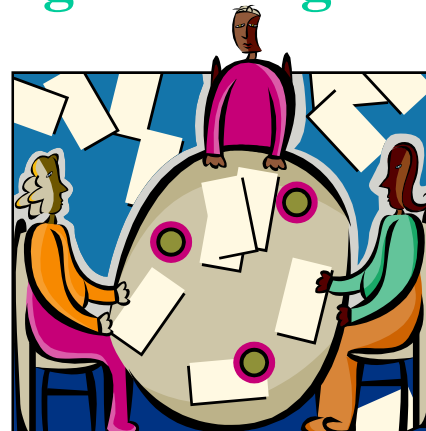


## Module 8

*This one step...choosing a goal and sticking to it...changes everything.*

*Scott Reed*

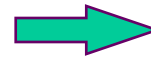
### Roadmap for Success Writing Meaningful Plans





# Writing Meaningful Plans

Begins with the family's  
hopes & dreams for  
the child



Child's profile



Concerns and  
priorities



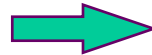
Outcomes



Supports and services



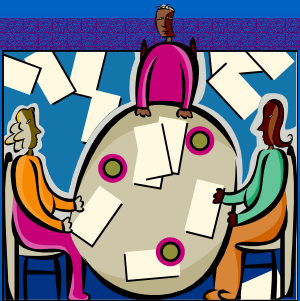
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Who, where,  
when, how



Dell, P. and Edelman, L. *Colorado Core Service Coordination Training*. [Online]. Available: <http://www.cde.state.co.us/earlychildhoodconnections/scct.htm>  
[Retrieved: 2004, April 20].

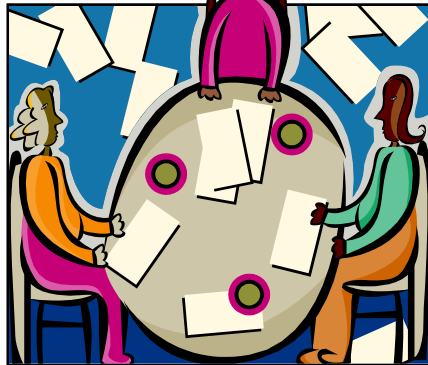


## Points to Remember for Writing a Meaningful Plan

- Developing the plan is a team process.
- Include all the mandatory components.
- The components are sequential for a purpose.
- All services and supports need to be delivered in everyday routines, activities, and places.
- The plan needs to be relevant to the family.

**Creative planning is hard... and satisfying**

Dell, P. and Edelman, L. *Colorado Core Service Coordination Training*. [Online]. Available: <http://www.cde.state.co.us/earlychildhoodconnections/scct.htm>  
[Retrieved: 2004, April 20].



Complete the following,  
as noted in *Roadmap for  
the Journey-A Trainer's Guide*:

### *8.6 Writing the Plan*

Your trainer will explain and discuss  
the instructions for completing  
Tennessee's IFSP form. Make notes  
on the copy you receive and practice  
completing items as directed. You  
will be stopping along the way to  
complete related activities.



When instructed for purposes of this exercise, use the following brief scenario to assist you as you review each page of the IFSP. Examples of other children will be used in activities that follow, as well.



### John's Scenario

John is an 18-month-old little boy who likes bubbles and having someone read to him.



John enjoys playing on the  
playground with his  
classmates at the community  
child care center he attends  
while his parents are at work.





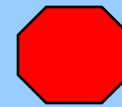
John also loves to visit his grandfather's farm where he sits quietly with his mom and watches the ducks in the pond.

John was born June 1, 2004 at 29 weeks gestation and has mild cerebral palsy. One thing his parents, Barbara and Jack, want to work on is helping John feed himself with a spoon at home and at the child care center.



## Guidance for Writing the Document

*Page 1-Cover Page*



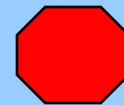
- Review how to complete this page according to the instructions provided on the back of the IFSP form.
- Using December 1, 2005 as the meeting date, fill in the dates for the six-month review and the annual IFSP.
- Using John's date of birth, fill in the due dates for notification of the LEA, transition planning conference, and transition to LEA.
- List one or two settings from the scenario that would be considered natural environments for John.





## Guidance for Writing the Document

### *Page 2-Identifying Information*



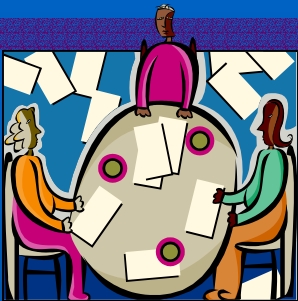
- Review how to complete this page according to the instructions provided on the back of the IFSP form.
- Mark the appropriate box for eligibility based on John's scenario.



## Guidance for Writing the Document

*Pages 3 and 4-*   
*Present Levels of Development*

- Review how to complete these pages according to the instructions provided on the back of the IFSP form.
- List one strength in the area of social/emotional development based on John's scenario.
- Review the next three slides for input on writing family-centered present levels of development.



## Present Levels of Development

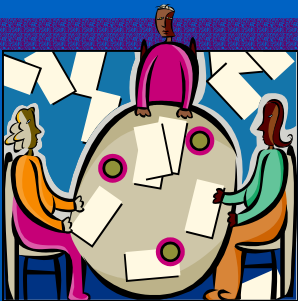
### Avoid

- Jargon, professional-centered language
- Non-functional examples from assessment instruments

### Do

- Emphasize examples from child's everyday life and natural environments
- Emphasize child's strengths
- De-emphasize evaluation and assessment scores

Richey, D., Brosseau, E., Gerregano, D., and Goodwin, C. (2004). *Improving the Family-Centeredness of IFSPs: A Focus on Outcomes and Action Steps*. Training Presentation. Tennessee Technological University. Cookeville, TN.



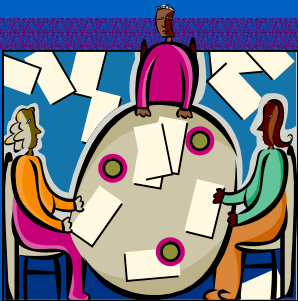
## Example

### Professional-Driven

#### Cognitive Development

**Strengths:** According to evaluation, Beth is functioning at a 22-month age level. She works simple puzzles, searches for hidden objects, and works to get toys that are out of her reach.

**Needs:** Beth needs to begin to match geometric shapes, repeat number sequences, and identify big and small shapes.



## Another Example

### More Family-Centered

#### Gross Motor

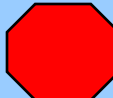
**Strengths:** 72% of skills of average 18-month old

Megan now walks without support inside the house. She enjoys walking into a ball to kick it and backs into the small chairs in her play room.

**Needs:** Family would like Megan to be able to pick up and carry toys while walking, be more comfortable walking in their yard to play outside, and toss a ball with her sister.



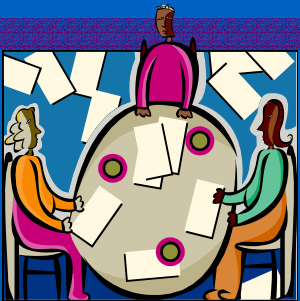
## Guidance for Writing the Document

Page 5- 

*Summary of Family Resources, Priorities, and Concerns*

- Review how to complete this page according to the instructions provided on the back of the IFSP form.
- Review the next slides for input on writing about family resources, priorities, and concerns.
- Briefly review 8.6b *Examples of Family Resources, Priorities, and Concerns*.
- List one resource and one concern based on John's scenario.





## Resources, Priorities, & Concerns

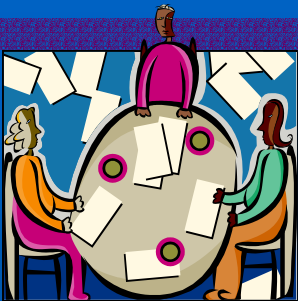
### Avoid

- Judgmental statements – both positive and negative statements can be judgmental

### Do

- Include formal and informal resources

Richey, D., Brosseau, E., Gerregano, D., and Goodwin, C. (2004). *Improving the Family-Centeredness of IFSPs: A Focus on Outcomes and Action Steps*. Training Presentation. Tennessee Technological University. Cookeville, TN.

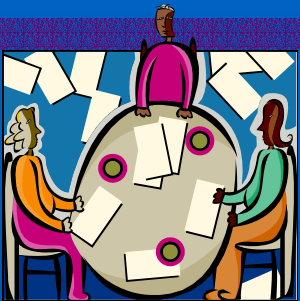


## Resources, Priorities, & Concerns

Do

- When using the family's words, make it clear (e.g., quotes or "Beth feels...")
- Consider using complete sentences – rather than a list – to make information more useful (e.g., how someone is a resource)
- Focus on natural environments and daily routines

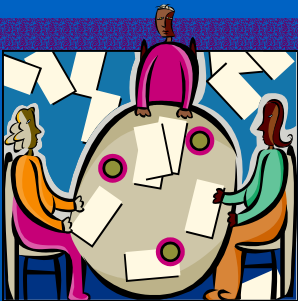
Richey, D., Brosseau, E., Gerregano, D., and Goodwin, C. (2004). *Improving the Family-Centeredness of IFSPs: A Focus on Outcomes and Action Steps*. Training Presentation. Tennessee Technological University. Cookeville, TN.



## Examples of Judgmental Statements

- Good parenting
- Stable family
- Dad under a lot of stress
- Mom handles things well
- Needs parenting class

Richey, D., Brosseau, E., Gerregano, D., and Goodwin, C. (2004). *Improving the Family-Centeredness of IFSPs: A Focus on Outcomes and Action Steps*. Training Presentation. Tennessee Technological University. Cookeville, TN.



## Questions to Assist Families in Identifying Concerns

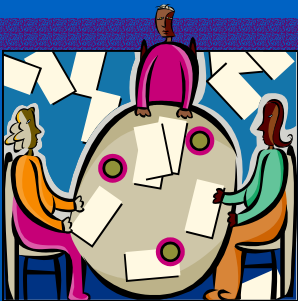
### Purpose:

Identify issues that are important to the family related to the child's development.

### Key Questions:

- What's working right now? What is not working?
- What do you think your child needs help with?
- What would make your life easier?

Dell, P. and Edelman, L. *Colorado Core Service Coordination Training*. [Online]. Available: <http://www.cde.state.co.us/earlychildhoodconnections/scct.htm>  
[Retrieved: 2004, April 20].



## Questions to Assist Families in Identifying Priorities

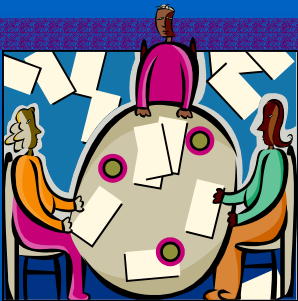
### Purpose:

Identify the family's most immediate concerns related to the child's development.

### Key Questions:

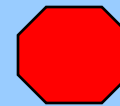
- What are your most immediate concerns?
- If you were to focus your energies on one thing, what would it be?
- What would you like to see your child doing within the next six weeks? Six months?
- What are your current priorities?

Dell, P. and Edelman, L. *Colorado Core Service Coordination Training*. [Online]. Available: <http://www.cde.state.co.us/earlychildhoodconnections/scct.htm>  
[Retrieved: 2004, April 20].



## Guidance for Writing the Document

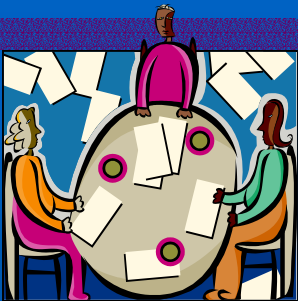
Page 6-



*Outcome/Action Steps*

- Review how to complete this page according to the instructions provided on the back of the IFSP form.
- Review the next slides for input on writing meaningful outcomes.
- Complete the activity 8.6c *Focusing on IFSP Outcomes and Action Steps*.

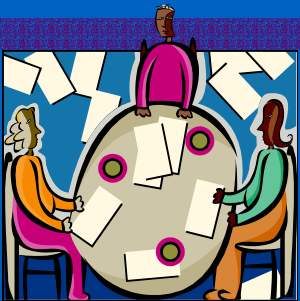




## Characteristics – Outcome Statements...

- Address the changes that the family wants to see for their child or their family
- Focus on the child's development or any area of family life related to enhancing the child's development
- Are specific and promote action
- State what actions will occur, and what the expected outcome of the actions taken, will be

Richey, D., Brosseau, E., Gerregano, D., and Goodwin, C. (2004). *Improving the Family-Centeredness of IFSPs: A Focus on Outcomes and Action Steps*. Training Presentation. Tennessee Technological University. Cookeville, TN.

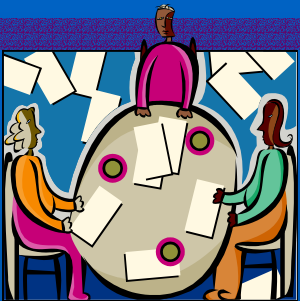


For example...

Sam will sleep through the night so that his parents can get some rest.



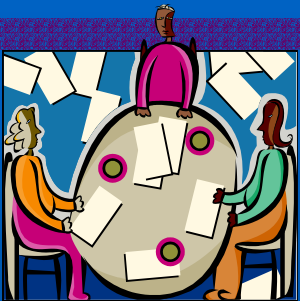
Richey, D., Brosseau, E., Gerregano, D., and Goodwin, C. (2004). *Improving the Family-Centeredness of IFSPs: A Focus on Outcomes and Action Steps*. Training Presentation. Tennessee Technological University. Cookeville, TN.



## Characteristics – Action Steps...

- Describe the actions that will be taken to achieve outcomes and the persons responsible
- Include strategies, activities, and routines used to support outcomes
- Incorporate family's strengths and resources
- Emphasize collaboration
- Support and utilize natural routines, caregivers, and environments

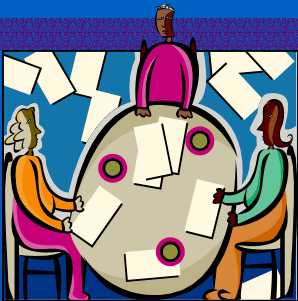
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For example...

- Sam's family will take him to the doctor to make sure there are no medical issues contributing to Sam's sleep problems.
- Amy, the service coordinator, will help the family investigate respite care options, so Mom can get some rest during the day.

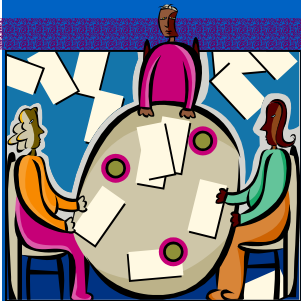
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- The TIPS parent advisor will help the family come up with a bedtime routine to help Sam relax and get ready for sleep, such as a bath time, quiet music, and massage to relax his tight muscles.
- The family will buy a baby monitor, so they will feel more secure about Sam's safety when he sleeps.



Richey, D., Brosseau, E., Gerregano, D., and Goodwin, C. (2004). *Improving the Family-Centeredness of IFSPs: A Focus on Outcomes and Action Steps*. Training Presentation. Tennessee Technological University. Cookeville, TN.

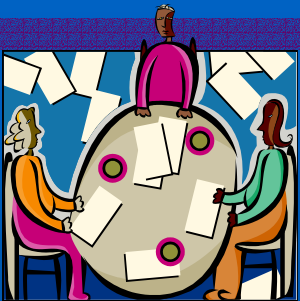


Do the action steps answer these questions?

- Are existing or potential natural supports and resources being used? Are changes needed to make these supports more successful?
- Are the steps in keeping with the family and child's ordinary routine? How will the outcomes/steps be supported so that skills will be generalized across natural routines and environments?
- Who interacts with the child the most? What supports are needed to help this person?
- What services are needed to achieve the outcome?

Richey, D., Brosseau, E., Gerregano, D., and Goodwin, C. (2004). *Improving the Family-Centeredness of IFSPs: A Focus on Outcomes and Action Steps*. Training Presentation. Tennessee Technological University. Cookeville, TN.



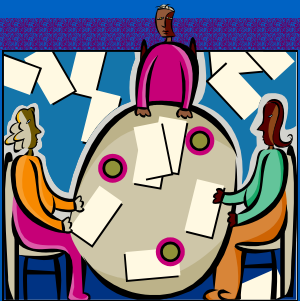


## Fundamental Considerations When Developing Outcomes and Action Steps

- Functionality
- Generality
- Learning Context
- Measurability

As the IFSP team considers outcomes and action steps, keep asking “why?”

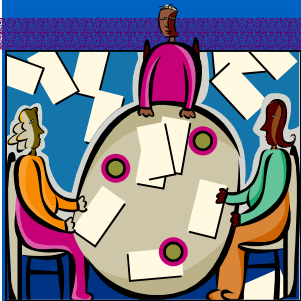
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## Focusing on Outcomes and Action Steps

- Writing style and active voice
- Necessity
- Outcome specificity
- Action step specificity
- Context appropriateness

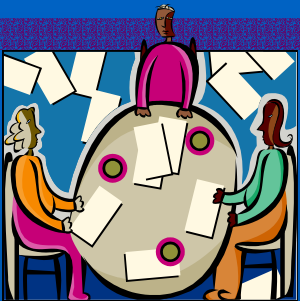
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## Writing Style and Active Voice

- Use language that is clear, simple, and specific
- Avoid jargon and professional-centered language
- Avoid abbreviations and acronyms
- Try to use complete sentences and the active voice (i.e., a person is the subject, and the verb is an action verb)
- Use easily-read handwriting

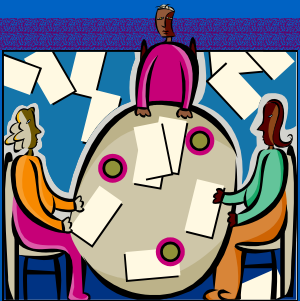
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## Necessity of Outcome

- Is the outcome necessary for the child's development or functioning within daily routines? Is it useful to the child and family?
- Is the outcome developmentally appropriate, and does it reflect recommended practice?
- Does the outcome address a family concern or priority?
- Is the outcome functional and can it be generalized to other daily routines?

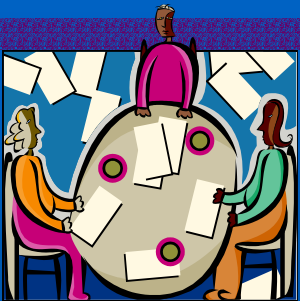
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## Outcome Specificity

- Can team members read the outcome and easily be able to know when it has been accomplished?
- Is the outcome specific and clearly defined? Is it clear what the person will do?
- Avoid words like *improve*, *increase*, and *decrease* without specific criteria.
- Can the action be seen, heard, or counted in some way?

Richey, D., Brosseau, E., Gerregano, D., and Goodwin, C. (2004). *Improving the Family-Centeredness of IFSPs: A Focus on Outcomes and Action Steps*. Training Presentation. Tennessee Technological University. Cookeville, TN.

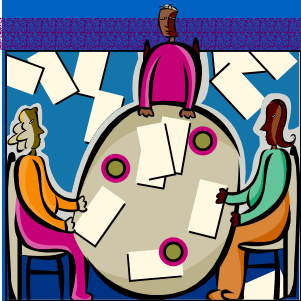


## Action Step Specificity

- Do the actions steps address the outcome? Do they clearly show what will be done? Do they describe who, what, and when?
- Do action steps describe activities, routines, and strategies?
- Do action steps primarily only serve to document services?

Richey, D., Brosseau, E., Gerregano, D., and Goodwin, C. (2004). *Improving the Family-Centeredness of IFSPs: A Focus on Outcomes and Action Steps*. Training Presentation. Tennessee Technological University. Cookeville, TN.





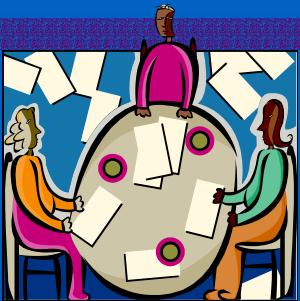
## Context Appropriateness

These plans should incorporate the family's strengths and resources and be designed to fit within the family and child's natural environment...

(TEIS IFSP Manual)



Richey, D., Brosseau, E., Gerregano, D., and Goodwin, C. (2004). *Improving the Family-Centeredness of IFSPs: A Focus on Outcomes and Action Steps*. Training Presentation. Tennessee Technological University. Cookeville, TN.



## Context Appropriateness

- Is family participation only implied?
- Is family participation primarily directed by professionals, rather than in a collaborative manner?
- Are natural activities and everyday routines utilized? Is this clear?
- Are outcome and action steps likely to be incorporated into daily routines?

Richey, D., Brosseau, E., Gerregano, D., and Goodwin, C. (2004). *Improving the Family-Centeredness of IFSPs: A Focus on Outcomes and Action Steps*. Training Presentation. Tennessee Technological University. Cookeville, TN.



## Keeping it Meaningful

### Out of Context Outcomes

- Describe very specific skills that are out of context of the child's routines and activities.

### Meaningful Outcomes

- Describe specific abilities and behaviors, evident in the child's daily routines and activities, that address the family's priorities.

Dell, P. and Edelman, L. *Colorado Core Service Coordination Training*. [Online]. Available: <http://www.cde.state.co.us/earlychildhoodconnections/scct.htm>  
[Retrieved: 2004, April 20].



For example...

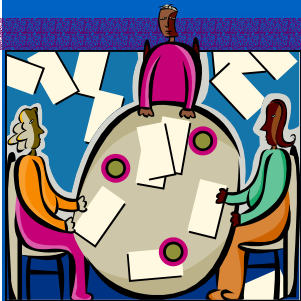
### Meaningful

- She can use her fingers to eat Cheerios.
- He can play with his pop-up toy by himself.

### Out of Context

- She can put 5 small pellets into a small neck bottle within 60 seconds.
- He can recognize himself as the cause of an event.

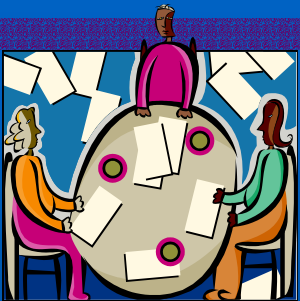
Dell, P. and Edelman, L. *Colorado Core Service Coordination Training*. [Online]. Available: <http://www.cde.state.co.us/earlychildhoodconnections/scct.htm>  
[Retrieved: 2004, April 20].



## Some Final Questions about Outcomes and Action Steps

- Are outcomes primarily being addressed only by professionals?
- Does the IFSP show collaboration with family members and other natural caregivers in addressing outcomes?
- Do target dates promote progress and ongoing review of outcomes and action steps?
- Are all Part C services in natural environments?

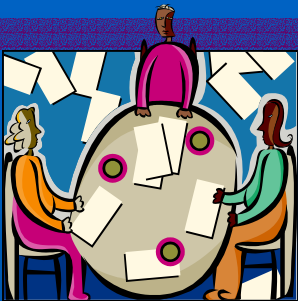
Richey, D., Brosseau, E., Gerregano, D., and Goodwin, C. (2004). *Improving the Family-Centeredness of IFSPs: A Focus on Outcomes and Action Steps*. Training Presentation. Tennessee Technological University. Cookeville, TN.



Complete 8.6c  
*Focusing on IFSP  
Outcomes and  
Action Steps Activity*

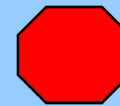
Then return to  
PowerPoint

Richey, D., Brosseau, E., Gerregano, D., and Goodwin, C. (2004). *Improving the Family-Centeredness of IFSPs: A Focus on Outcomes and Action Steps*. Training Presentation. Tennessee Technological University. Cookeville, TN.



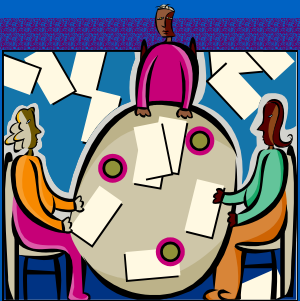
## Guidance for Writing the Document

Page 7-



Services

- Review how to complete this page according to the instructions provided on the back of the IFSP form and from information in 8.6d *Early Intervention Services & Funding*. Clearly explain funding mechanisms while reviewing the next slides.
- Provide a copy of 8.6d for the participant to read outside of training time.

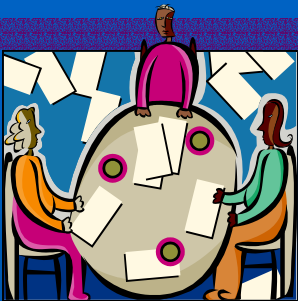


## Services

Early intervention services are selected in collaboration with parents, provided under public supervision by qualified personnel in conformity with an IFSP that meets the State standards. They are provided at no cost to parents of eligible infants and toddlers in Tennessee.

Tennessee Department of Education. (2001). *Rulemaking Hearing Rules of the State Board of Education Chapter 0520-1-10 Tennessee's Early Intervention System*. Tennessee Technological University Printing Services.

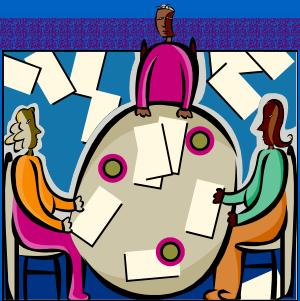




## Funding Fundamentals

- There are a variety of funding sources
- No one funding source can pay for everything
- Systems need to make efficient use of resources
- All children must have equal access to services
- Part C is the payor of last resort

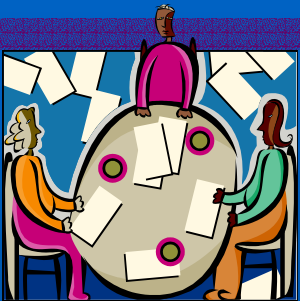
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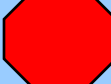
## Other Funding Possibilities

- Disability-specific organizations
- Community service organizations
- Grants
- Churches
- Donations
- Foundations
- Community fund raisers

Dell, P. and Edelman, L. *Colorado Core Service Coordination Training*. [Online]. Available: <http://www.cde.state.co.us/earlychildhoodconnections/scct.htm>  
[Retrieved: 2004, April 20].



## Guidance for Writing the Document

*Page 8-* 

*Outcome/Service Summary Page (Optional)*

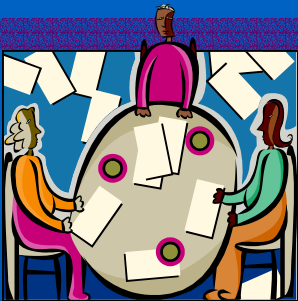
- Review how to complete this page according to the instructions provided on the back of the IFSP form.
- Use of this page is optional.



## Guidance for Writing the Document

*Pages 9 & 10-   
Transition from Part C Services Plan*

- Review how to complete this page according to the instructions provided on the back of the IFSP form.
- Review the next slide for input on transition planning.
- List one procedure that would be appropriate for inclusion in John's transition plan.

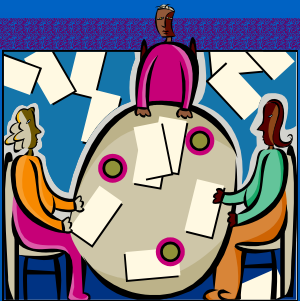


## Transition

Transition is an integral part of the individualized family service plan (IFSP) process...

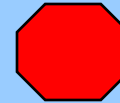
Transition plans need to be developed with not only typical outcomes (e.g., contact local education agency, schedule transition meeting, etc.), but also with transition outcomes specific to each child.

*Tennessee's Early Intervention System (TEIS) Individualized Family Service Plan Manual. (2000). Chapter 6, p.49. Tennessee Department of Education. Nashville.*



## Guidance for Writing the Document

Page 11



**IFSP** Conference Notes

- Review how to complete this page according to the instructions provided on the back of the IFSP form.
- Explain field observation assignment as outlined in *Roadmap for the Journey – The Trainer's Guide*.